DOCUMENT RESUME

ED 110 678 CE 004 469

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TITLE Who Am I? Where Am I Going? How Do I Get There? A Guideline for Career Awareness. Part 2: What About Vocational Education? (WAVE).
INSTITUTION Washington State Coordinating Council for Occupational Education, Olympia.
PUB DATE Sep 71
NOTE 31p.; For related documents, see CE 004 468-471; Not available in hard copy due to marginal reproducibility of original document

EDRS PRICE MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Activity Learning; *Career Awareness; *Career Education; Class Activities; Elementary Secondary Education; Learning Activities; *State Schools
IDENTIFIERS *Washington

ABSTRACT

The booklet is intended to share ideas about a variety of career awareness activities which now exist in the State of Washington. Activities in each of a number of schools are described briefly and are accompanied by photographs of students participating in the activities. Most of the projects are for elementary and junior high students, though a few are also for kindergarten students and high school seniors. (Author/PR)

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who am I
where am I going
how do I get there ?

a guideline for career awareness

part 2
what about VOCATIONAL education?

P71-89

career awareness:

an awareness of the world of work and of one's self

an attitude toward the world of work reflecting a respect for all of man's work, the dignity of work and how one views himself in the world of work

an exploration of the enormous variety of occupational opportunities which exist in the society

career awareness:

a series of interrelated experiences which helps the student answer the questions: who am I, where am I going, and how do I get there?

consider . . .

University of Washington Placement Center director James Souther was recently quoted pointing to the "failure of adequate vocational counseling" as a reason for the current glut in the job market of the large number of unemployable college graduates.

—Seattle Post-Intelligencer
June 14, 1971

and . . .

In a Time magazine article (May 24, 1971) which dug into the bleak job prospects facing today's college graduate, John Berry, a graduating senior of Wisconsin's Beloit College, was quoted: "My father kept telling me that with a B.A. the world was my oyster. I find it's more like a watery clam chowder."

In 1967, early in its existence, the Washington State Coordinating Council for Occupational Education recognized the dangers in a college oriented curriculum and launched Project NEED, now renamed Project WAVE (What About Vocational Education?), a continuing series of workshops offered to equip school people with realistic information about the opportunities that exist in the world of work and to affect change in the persistent attitude in America that the only good education is a college education and that a college degree is a guarantee of success.

More recently the National Advisory Council on Vocational Education has given support to the CCOE's philosophy in a series of reports to the nation expressing concern about the general lack of realistic career guidance and has severely criticized the heavy concentration by school systems on college preparatory programs "in reckless disregard of the fact that for 60% of our young people high school is still the **only** transition to the world of work."

The Advisory Council, which believes that exploration of career opportunities should begin early, has further urged "a new respect for vocational education for career preparation at all levels." NACVE's fourth report (March 1971) recommends vocational orientation at the elementary level and that general education be redirected to prepare students for a job entry skill.

Additionally, the Washington State Advisory Council on Vocational Education in its First Report (March 1970) reminded educational agencies of the "potential of occupational education to enrich the entire educational system."

In view of these statements, the Council for Occupational Education believes that a career oriented curriculum on all grade levels could well provide

a new motivation for learning

what about VOCATIONAL education? part 2

career awareness

This publication is intended to serve as a guideline in sharing ideas about a variety of career awareness activities which now exist within the state. Many of these were created as a result of the CCOE's Project WAVE (formerly NEED) workshops which require participants to implement approved awareness programs back in their own school or classroom. Other programs included here were developed by people who have simply recognized the need for career orientation in the classroom and have done something about it. No attempt is made to describe these programs in detail nor does this publication mention all such activity. For full information on these programs please write to the

Washington State
Coordinating Council for
Occupational Education
P.O. Box 248
Olympia, Washington 98504

Richard Erskine

Stewart elementary
Puyallup

When elementary school principal Richard Erskine describes his curriculum he calls it a "coordinated effort for occupationally oriented education from K through 6" and he will tell you that

"it's risky

Erskine has turned his school into an occupational awareness camp. "Every teacher, every student is involved," he says and also claims one of the highest ratios of parent involvement anywhere. They volunteer to teach skill classes such as typing, carpentry, and electricity. This is not just to let the students fool around with equipment, he explains, "but to teach the skills and study about the jobs that go with those skills."

Unruffled by the notion he might be taking a risk in using non-certified teaching parents, he states simply that "it's always risky when you do something different. It's more important to have the help."

when you do something different"

Darrell Eaton, 4th grader, works with volunteer teacher-parent learning electricity in school "workshop" which also offers

He says teachers are encouraged to take on projects to get the kids into the community and out of the classroom. Example: the third grade class that decided to serve a dinner to 140 invited guests, charge admission and make a profit. They all had a part . . . making arrar.gements, planning the menu, cooking the food, and, well . . . they did it all and cleared $16. How did they raise the money to finance the project? Answered teacher Mary Rawlings with a smile, "They went downtown and borrowed the money from the Citizen's State Bank."

. . . sewing to Becky Worthen, age 10, and carpentry, artwork, painting, and . . . well,

Volunteer teacher-parent Mrs. Bea Koppy teaches typing skills to class of 9-year-olds.

"it's the busiest place in school"

Maplewood elementary
Puyallup

Alice Homolka owns stapler "business", charges one cent per staple and recently increased her sales with the inducement of giving away the first staple free.

Sixth grade teacher Ed Trotter operates his class as a miniature of society itself. His approach, something he's been doing about 5 years, provides a free enterprise system, state and national level government, and even welfare. Students must have a source of income, says Trotter, because literally everything in the room is "owned" by someone operating a "business." Example: the pencil sharpener constitutes a "business" and a fee is charged for its use.

Trotter carries the theme throughout the day weaving it into all regular classroom work. Students conduct "business", buying and selling services, or are "employed" by someone and receive a salary. Those who choose to go on welfare must work at state-appointed jobs, a condition students themselves voted into law. "A small crisis developed recently," recalls Trotter, "when a visitor wanted to use the stapler but had no money. After some discussion the class recommended the visitor borrow it from "banker" Lynn Patient at 10% interest."

Students elect their officials (the constitution limits them to one term) who are paid out of tax collections. "You get mad at income tax time," groans Secretary of Welfare Renita Young, age 12. "It's just like it is with your parents."

Trotter feels sure his students actually do experience some of the same feeling as their parents and have a pretty good idea of the system by the end of the school year.

"When they pass a bad law," he says, "I let them experience the hardships."

"I let them experience the hardships"

Ed Trotter

Whitman elementary
Spokane

"Never before..."

Students, like Kathy Finney, 10, shown working on a dress to be sold by the "company", participate in the design, manufacture and sales of a variety of products, often working alone but . . .

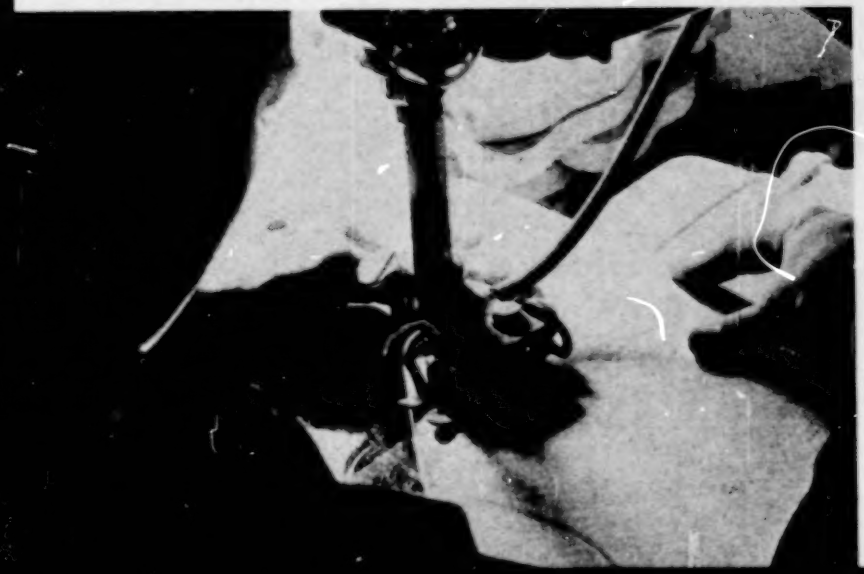
. . . sometimes one of the teachers, like Vennie Olson, helps a little

There is high unemployment around the Whitman elementary school in Spokane and many of Mrs. Gerene Boberg's 5th graders see nothing unusual about being on welfare. "Why not," is their attitude says Mrs. Boberg who, along with the rest of the faculty, is trying to do something. Satisfaction from a day's work is perhaps the prime objective of the Whitman project which involves all the students from grades 1 through 6 in designing, producing and marketing products. "A real business," she says, "which is sort of like being away from school." Counselor Barbara Wylder explains that nearly the whole faculty was involved planning the project, involving parents, integrating it into the regular school day. A federal grant was used to finance it, something they intend to earn back in profits.

Continuity of activity from one grade level to the next is molded into a single effort which demands that all students get along with each other to achieve the common goal—sell the product.

Mrs. Boberg, a teacher for 17 years, appears excited. "Never before have I seen anything like this."

Whitman special education students are also involved in the school "company", the older ones often teach students in regular classes the steps taken in manufacturing and the operation of machinery. Special ed teacher Chuck Seaton relies heavily on skill training, integrates it into his program from grade 1 on up.



Arthur Smith Elementary
Grandview

Special education teacher Ruth Thompson has found that students' interest in music has increased since she started "emphasizing the jobs connected with songs," she explains, "instead of things." Here, 9-year-old Joe Gonzales sees himself as an "engineer" instead of the usual locomotive while using sandblocks in time with music.

Zillah elementary

"Up 7¢"

Peggy Lewis, 6th grade and 12 years old, arrived at school in a bit of a rush one day recently. She had forgotten to post the previous day's stock averages on "the big board" and was anxious to catch up.

Peggy, and all the members of her class, are members ("shareholders," she says) of a corporation. "It's not make believe," she insists, "it's real with real money and we sell a real product." Teacher Dale Keats explains: it's to help them understand the system, the economy, how business works. He, too, insists the corporation is real. He helped his class to: form the corporation . . . elect a board chairman and officers . . . issue 150 shares of stock at 10¢ a share . . . and decide what to market.

"Board chairman" Dave Daniels, 11, reported that they found they had a ready supply of old comic books which they buy on bid and sell "for more than we pay." Employees are all paid a salary (bookkeeper Jean Toop, who receives 38¢ a month says that isn't enough) and the corporation pays rent to the school for business space and the use of electricity. Two students are licensed stock brokers who charge 1¢ for each transaction. Trading has been active, according to Peggy, who reported that "today's price is 17¢. That's up 7¢!"

Peggy Lewis posts the day's closing price.

"Board chairman" Dave Daniels worked out details of a contractual arrangement with the school for business space and electricity.

Davis elementary
Walla Walla

other things besides Dick and Jane

Joe Pollard, 8, gets a little help in making a list of jobs from his teacher Sandra Burt who has integrated job awareness into her curriculum. She takes students on field trips to study jobs, emphasizing respect for all types of work, the importance of all types of work, and the dignity of work. She uses job information as material to teach reading and writing in class. "There are other things going on besides Dick and Jane," she says.

Washington elementary
Walla Walla

Fifth grade teacher Norma Grudzinski helps Patty Smith and Martha Salzar gather material in class activity designed to make through all the jobs necessary in getting any single item of food on the family dinner table. "They really don't know," she says.

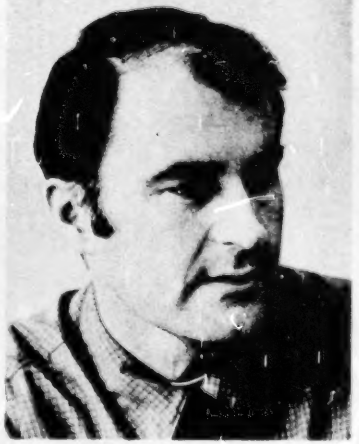
speech therapy
Puyallup

"...an incentive"

When she turned her speech therapy class into an "employment agency" Irene Nordstrom discovered an enthusiasm she had never seen in her students before. They now "interview" for jobs by playing a game, sort of like bingo. Students must first pronounce words correctly, then match them with the same words on a bingo card which is oriented toward a single occupation, such as carpenter. First one to fill his card "gets" the job. "It became a real incentive to pronounce the word correctly," says Mrs. Nordstrom who uses the technique with all students from grade one through junior high.

Paul Compaan, 11, looks up at a mobile he made which displays a variety of job opportunities. Mobile hung in school hallway, among many other displays, during week-long Career Fair.

Lakeridge elementary
Renton



Barry Galvin, a 6th grade teacher, served as one of three Career Fair planners.

"...a change in how we spent our time"

The poster on the wall showed a man with a wrench working on a huge piece of machinery. The caption read: Jerry's daddy.

Career Fair, dreamed up by principal George McPhearson and two members of his faculty, featured posters like that everywhere in the building, signs that read, "World of Work" accompanied by pictures of people busy "earning the bread," as one 9 year-old put it. Students also dressed up in the costumes of their favorite occupations, researched information about jobs, made job displays, collages depicting a variety of jobs, even interviewed their parents and came back with reports about their jobs. The whole school was tuned into the project, in one way or another, from K through 6. Field trips . . . practice at doing business math . . . operation of a country store . . . contests to match up tools with the right jobs . . .

It went on like that for an entire week climaxed at the end by 30 parents who came to describe how they earn a living. School counselor Karen Matthews, one of the planners reported the level of enthusiasm as "enormous." She was asked what it cost. "Only a change in how we spent our time."

Myron (or is it Walter Cronkite?) Parker built a radio that "really works" as part of job display on electronics industry.

Hillcrest elementary
Renton

emphasis: what people do for a living

For three days last March well over 100 elementary students, grades 3 to 6, did more than just tour a building. They had a chance to actually weld, solder, cut metal with a saw, pour a plastic mold, even take a picture, process the film and make a print.

The idea was to give them a "hands on" experience with tools and equipment with an emphasis on what people do for a living. They visited the allied arts facilities at Renton high school and each was assigned to one of the high school students enrolled. Acting as "instructors," the older students explained what sort of job they are training for, demonstrated skills they are learning, and then let the kids actually use the equipment themselves. They moved from one "instructor" to another until they had handled every piece of equipment in nine different programs. Regular instructors, who admitted reluctance on the original proposal, changed their minds with the obvious success of the project.

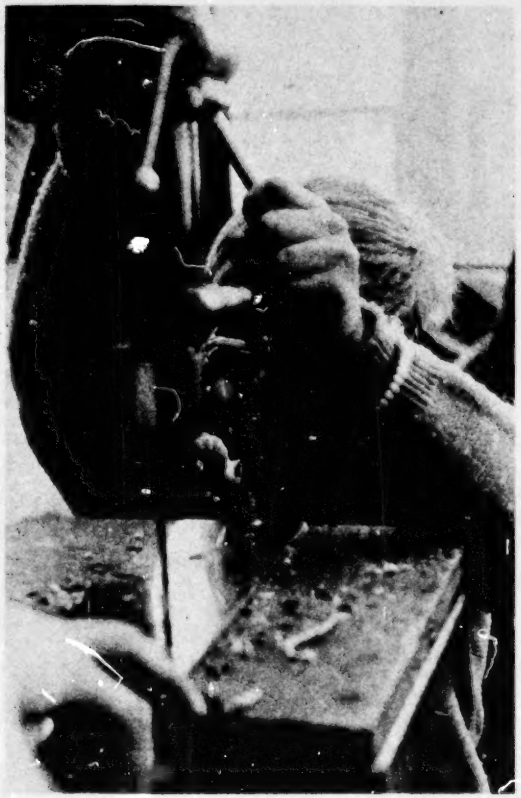
Would they do it again? Of course.

Continued . . .

the youngsters visited the
Renton allied arts facilities where they . . .

. . . observed . . .

. . . tried new skills . . .



. . . and received a variety of "hands on" experiences with the help of "instructors" like sophomore Judd Mark, 17, shown here helping Brian Winchester, 8.

vocational agriculture
Vancouver

Vancouver school district has found success in using vocational agriculture to train special education students for employment. Here, student works with instructor Ron Miller learning ornamental horticulture, already is employed part-time.

Davis high
Yakima

Yakima is doing about the same thing. Special education students at Davis high school are given training in a variety of vocational skills by instructor George Lombardi. Lombardi concentrates on providing skills relevant to employment opportunities and places most students in employment for on-the-job experience which he hopes will lead to permanent jobs.

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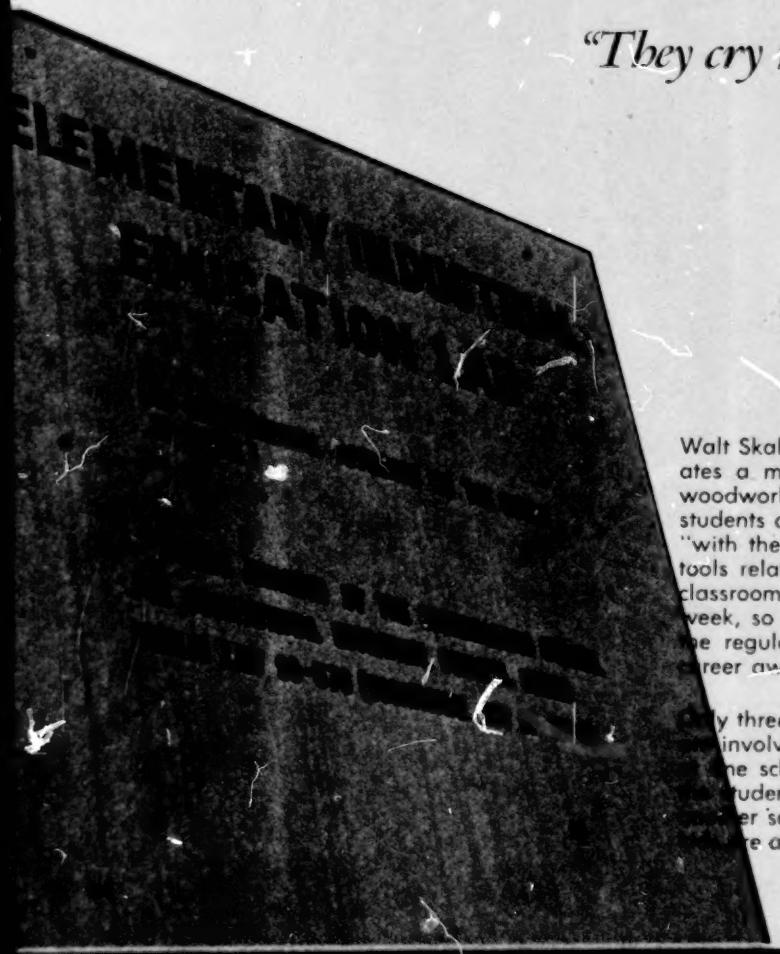
mobile lab
Vancouver

"They cry when I leave—"

Walt Skalicky



Walt Skalicky, an industrial arts specialist, operates a mobile lab crammed with all kinds of woodworking tools. He gives 5th and 6th grade students a chance to see, touch and make things "with the emphasis," he explains, "on how the tools relate to jobs." He works closely with the classroom teachers, meeting with them once a week, so he can link the lab activity directly to the regular curriculum which, he says, "brings career awareness right into the classroom."

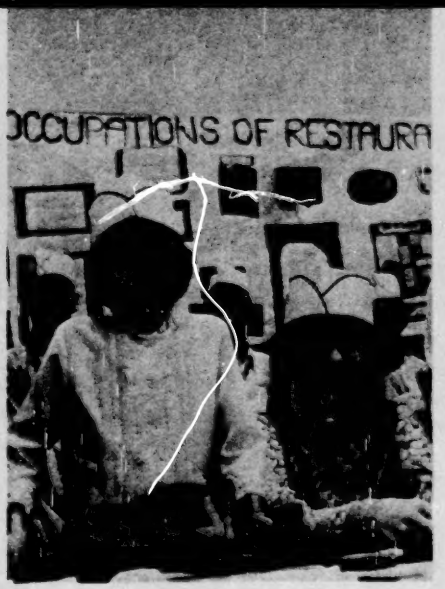
Only three of Vancouver's 19 elementary schools are involved in the experiment so Walt can stay at one school for only about 9 weeks. He says students and teachers "cry when I leave for another school" and is visibly pleased that "the kids are always lined up early to get in the lab." He adds they're hardly ever absent on the two days a week they go to the lab.

Walt was chosen because of his longtime background in industry and as a teacher. He capitalizes on this by always relating the world of work with the activities in the lab and the classroom and putting up new job displays on the lab's interior. District vocational director Jim Brooks, who says the idea for the lab on occupations came from the teachers themselves, claims that the project has demonstrated that "students really are interested in learning about occupational opportunities" and says it has reinforced the regular curriculum and made it more relevant. Says Walt, "It's not another subject, but part of all present subjects."

Minnehaha elementary
Vancouver

who am I
where am I going
how do I get there ?

When Walt Skalicky pulled his big mobile career lab out of the parking lot at Minnehaha elementary school a while back, principal Bob Calvert remarked, "We've got a yard on our hands." He immediately appointed a three-teacher team to fill it in because "we could see the kids' desire to continue working with occupations after their experiences in the lab ended."



Susan Force, left, and Kathy Nichols can tell you just about anything concerning occupations in the food business. By preparing information on different industries students not only learned about individual jobs but also became aware of "career families," the variety of job opportunities within any given occupational field.

The team decided to launch an occupational fair designed to put jobs on display. The students, of course, did all the work, researching jobs, learning about jobs, writing for pictures and information, designing and building display booths. Said team member Donna Quesnell, "They developed a pride in work, a respect for work." On the entrance to the fair, a sign asked the visitor: who am I? where am I going? how do I get there?

It was all there.

Greg Kent

"...develop his identity"

Project Occupational Versatility, an area-wide activity involving several school districts, offers Renton student Greg Kent, 12, a chance to "develop his identity in a shop environment." Students, including girls, work in metal, wood, plastics, and have large assortment of hand and power tools available, choose their own project. Key feature is program's unique career board, a career guidance device which can instantly tell a student where educational and training opportunities exist for nearly any given career field he examines. John Lavender directs project for the Metropolitan Area of Seattle Industrial Arts Consultants.

Sandy Stone, 12, working here with routing tool, thinks this is the "best period of the day . . . oh, except for glee club."

Project Occupational Versatility

Mt. Adams elementary
Toppenish

At Mt. Adams junior high, 5th grade teacher Marcia Fields (left) discusses jobs with her class, often using overhead projector. "Work is a long way off," she tells them, "but we must begin thinking about it now." Mrs. Fields stresses importance of how things they are learning now in class will be necessary later when they are employed. "Does a policeman have to know how to read?" she asks.

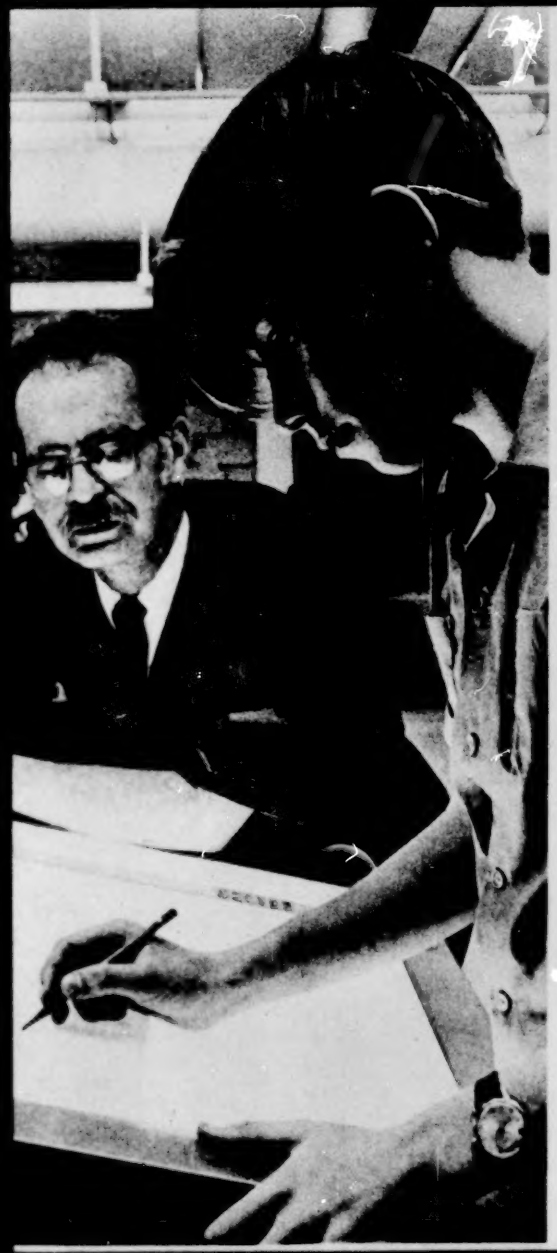
Jody Holden (below) demonstrates how not to apply for a job during skit in 7th grade class of teacher Jane Davis. Susan Collins, properly dressed, waits off-stage for her cue to show students how to do it right.

Maplewood elementary
Puyallup

The "career box," another technique found in Ed Trotter's 6th grade class, provides students with an idea of the work and paraphernalia of a certain occupation. Here, girls examine an engine and a plan which shows them how to assemble the parts as a mechanic would. Trotter provides a familiarization with several occupations in this manner.

Chris Oliver, 14, eyes an engine on first day of a new after school class where teachers volunteer time to give students a chance to learn about machines, tools, engines, etc. More students showed up than school officials expected.

Pioneer jr hi
Walla Walla



Kent jr hi

the Kent philosophy . . . "the real thing"

"The program lends itself to the development of worthwhile habits, practices and attitudes," writes vocational director Tom Straka in a brochure plugging the Industrial Graphic Communications class. This Kent philosophy seems to rest on Straka's idea that the students must "investigate the materials, processes and occupations of American industry." Teacher Orv Brown translates this into what he calls "the real thing."

Brown attempts to "interpret industry" by making his class a blueprint of industry itself and keeping his training current with modern practices. He organizes the activity as a business and considers himself more as an "owner" than teacher. He claims he does little teaching, instead turning his students over to "plant superintendent," Troy Crites, age 14. The class is divided into four groups, each with a foreman reporting to Crites. They meet regularly with "owner" Brown.

Industrial arts teacher Orv Brown will probably offer little help to Steve Klopfstein, will instead rely heavily on one of his "journeymen" or "operators," students who have demonstrated ability and who teach the "apprentices." Brown, who reminds us that real journeymen must be able to teach as well as perform a skill, believes strongly in having students teach one another, carries it out in an atmosphere closely resembling industry itself.

They compete here just like they will someday on the job, moving up through the ranks, training each other, and all can take a crack at becoming a foreman or even the superintendent.

"Nobody has tried to take my job yet," mused Orv Brown, the owner.

Mary Hicks, displaying card showing her to be a qualified operator of three machines, was trained by fellow students. She is now working toward her journeyman cards.

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in Prosser . . .

Industrial arts teacher Mike Trainer and business education teacher Lois Ott thought up a plan to give students a feeling of what business is really like. Trainer and Mrs. Ott invited their students to team up and form a business enterprise. By combining their business skills and industrial skills they developed a product and have put it on the market. The company is operated completely by the students, everybody with a specific assignment, with a minimum of supervision. They even conduct an advertising campaign. Late word has it that sales are "brisk."

Neil Hill, 17, and Karen Warden, 18, work as a team to design the product produced and marketed by a group of business education and industrial arts students. They participate voluntarily on their own time, each having a job assignment in student operated "company." Keith Lanouette, 17, is general manager; Patti Hill, 17, his secretary.

. . . and in

Walla Walla

Lee Elwell, 17, talks to general service manager Bob Merryfield of the Stone Machine Company about the skills necessary for employment. His visit was arranged through a program originated by industrial arts teachers Wilbur Boschke and Ray Polley to get students out visiting industry. It's almost like applying for a job, they say, and exposes students to local opportunities. "Most guidance is centered on big city jobs," complains Polley. Sophomore Ray Moreno (top) welcomes visiting opportunities. Says Ray:

"I want to know what I'm going to be doing."

"everybody" says Harold Prairie

"Columbus also had a crew"

Howard Parkhurst discusses the importance of career awareness in his austere office. "Money is a problem," he says.

Harold Prairie once said, "Everybody does something well." With that in mind he went on to develop his now famous experiment at Pasco which he labeled OM, Operation Motivation. He wanted to create a different setting for students who don't respond to the ordinary classroom and to give them an idea of "what the working world is all about." The former construction engineer succeeded on both counts. His project reversed Pasco's rising dropout rate in the first year and now, as a permanent part of the district program, he has a waiting list.

A direct outgrowth of Operation Motivation is the Career Development Center at Pasco, according to its counselor-coordinator Howard Parkhurst. The Center enrolled teachers in occupational awareness workshops in an effort to get awareness activities going right in their own classrooms, a program of the Tri-Cities Area Vocational Education Cooperative. The workshops acquainted the teachers with a wide variety of job opportunities, especially those open to non-college graduates. "It was a chance for them to see what many people really do for a living and we emphasized the importance and dignity of those jobs," he said. "Columbus also had a **crew**," Parkhurst likes to say and is disturbed by the teacher who reacts in a negative way when a youngster says something about wanting to be a truck driver. "That's putting him down," he says, "and gets him to thinking there's something wrong with driving a truck." Teachers need the confidence of knowing about jobs in order to discuss them in class and they should "place the same value on all kinds of work."

Parkhurst shared the results of a recent survey which showed that most Pasco seniors want jobs requiring a college degree and revealed a surprising lack of knowledge about job opportunities among the students. When it comes to students developing a realistic attitude toward their future role in the world of work, area vocational director Les Adams summed it up: "It's the classroom teachers who must do it."

Westgate elementary
Kennewick

Fifth grade teacher Ron Hanson includes discussion about occupations in all class work throughout the day.

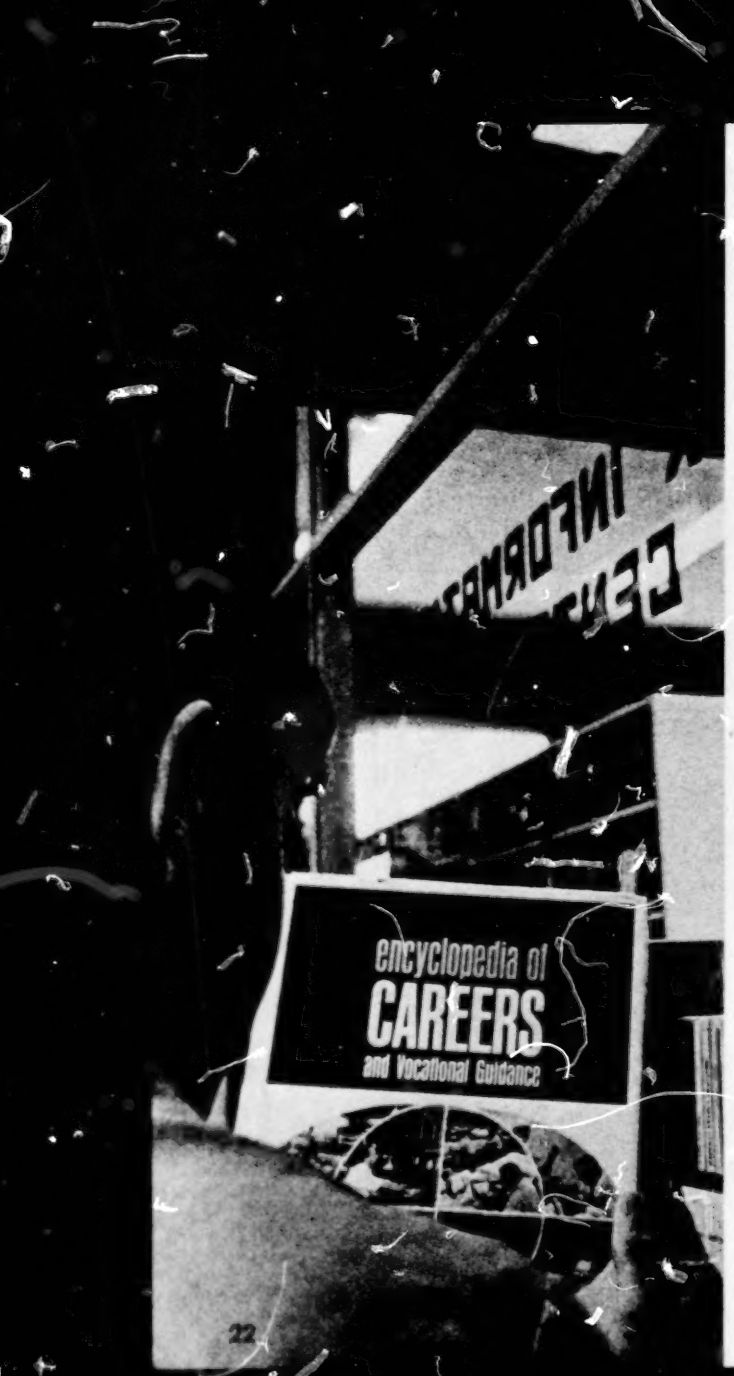
"What's a telegrapher?" asked Rachel Dawes.

The 12 year-old inquirer was examining a chart on the communications industry in Ron Hanson's 5th grade class. Teacher Hanson has students review all kinds of jobs in relationship to charts students themselves make reflecting the industry and economy of the entire United States. He has them study an individual industry, list what it does and how it fits into the economy, and then list all the jobs within that industry. Field trips are included in his job awareness program with an emphasis, he says, on what the people are **doing.** Hanson also tries to relate the environment to the jobs they see and study. "Where we live," he tells his students, "influences our attitudes and often determines how we earn a living."

One of Hanson's students lists "paperboy" as one of the jobs related to communications along with printer and photographer.

Special education
Walla Walla

Special education student Dwight Engelhart works part-time at Pantorium Cleaners for pay and school credit. His teacher Fred Sporleder, who says such experience is good for all students, correlates classroom study with work experience, keeping in close touch with Dwight's employer. By relating classroom study with work experience he says his students can learn to do well on the job . . . "well enough to hold it."



Career Information Center
Puyallup

"It's getting pretty close..."

Puyallup high school is trying out a career information center where students can take a two-week unit in career planning or seek information about jobs during their free time. Head of the district's English program Mrs. Loraine Friberg said the center is stocked with all the career information materials she can find.

She's found quite a bit. The room is full of books, catalogs, directories, and other publications about job opportunities. Students use the material for reference and spend time reviewing the want-ads in newspapers, practice preparing personal resumés, fill out job application forms, and interview each other for jobs.

Mrs. Friberg described the students as "interested and excited" about the center and believes they are eager for such information, especially as they approach graduation.

"It's beginning to get pretty close to them, you know."

Colleen Stingley, a graduating senior, zeros in on some job opportunities open to her with a little help from teacher Loraine Friberg.

Project Know and Care
Kent

High school senior Wayne Hiranada get the "feel" of being an architect by visiting professional Donald Bogard. Program offers students the opportunity to visit people who have jobs students may not have been aware even existed.

he's not sure yet, but...

Wayne Hiranaka got to wondering the other day what it would be like to be an architect. Not long afterward he was able to spend an afternoon with Kent architect Donald Bogard visiting his office, seeing his working area and . . . well, learning what it would be like to be an architect. Wayne, a 17 year-old Kentridge senior, met Bogard through a program called Project Know and Care, a cooperative effort of the Kent Chamber of Commerce and the Kent school system designed to introduce young people to occupational opportunities and see them on the spot especially ones they have never heard of before.

Mrs. Barbara Calhoun, coordinator, says a student simply has to contact her and arrangements are made. Students are excused from class. She says they have an almost unlimited choice and feels the interest is high. She sends out as many as 25 students in a day. The response from business and industry has been almost 100%. Is Wayne going to be an architect? "Probably," but he still took the opportunity to visit other occupations.

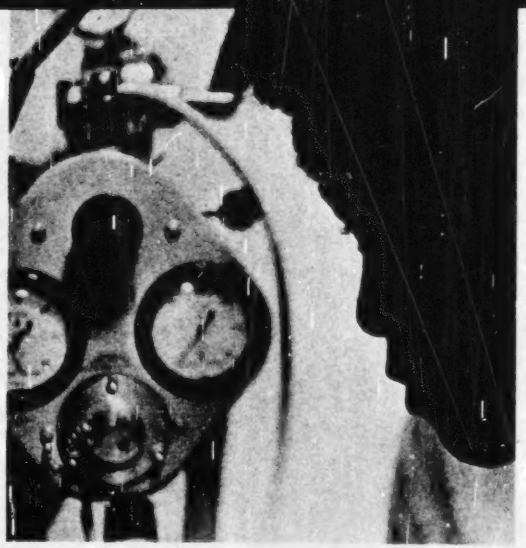
Project 34
Puyallup

Puyallup high student Jon Young goes through the "job kit" with counselor DeAnn Sachs as part of Project 34, a selective job placement program mainly for the handicapped and disadvantaged. Kit holds information on job opportunities in the community which counselors use to match up with student capabilities. The program includes placing students in jobs while in high school, a follow-up system, related class activity and an attempt to place students following graduation. Parents are also involved. The district has extended the project to Rogers high where students themselves are developing a career information center.

work experience program
Renton

Glen Woolridge, 17, a junior at Renton high, earns a salary and school credit by doing "almost everything" in downtown Standard Service Tire Company. He is one of hundreds who have been placed in jobs through the work experience program headed by coordinator, and originator, Sondra Jochimsen. Program success depends upon employers' confidence, something Miss Jochimsen carefully guards by matching jobs with the right students. She creates a situation "as realistic as possible" even to sending two or three students to compete for job openings. "Work is a valid educational experience," she believes, which is the basis of this district-wide activity.

Continuation
high school
Spokane



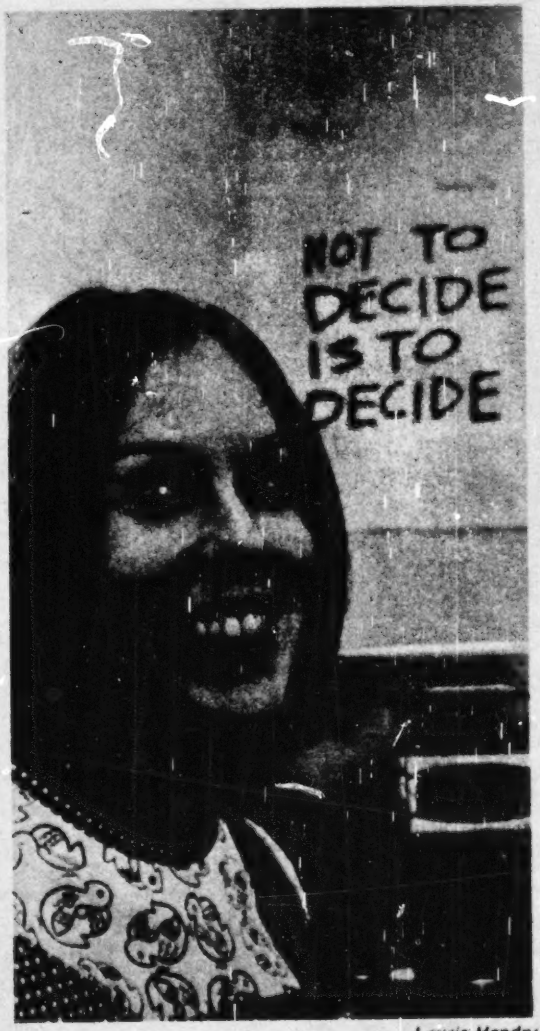
Robbie Robinson

"—a high school diploma is not enough"

Robbie Robinson stopped what he was doing long enough to observe that "a high school diploma is not enough." He then continued with his work-experience program at the Madison South Convalescent Center in Spokane, designed to have him ready for employment when he graduates. Robbie, 18, is enrolled in health occupations and attends the "continuation high school." District vocational director Homer Matson describes it as a place where students can combine their academic and vocational goals into a single program. Students have a pretty wide range of vocational offerings, most placing students on the job like Robbie.

Says Robbie's vocational teacher Mrs. Frances Crabtree,

"There is no need for failure here."



Laurie Hendry

sidewalk academy
Yakima

Pat Nagle

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"Instead of going to school I would just go sit in the woods,"

recalls Laurie Hendry. "It was OK until about the 5th or 6th grade and then . . ." But she prefers to talk of other things today. At 17 she is back in school, preparing for employment in child core and now looks forward to the future. Her teacher is Pat Nagle, among others, and her classroom is a former storefront in downtown Yakima.

They call it the "sidewalk academy", a place completely void of the usual classroom appearance. Nagle explains that they "come here because they want to" and about the only requirement is a minimum of two hours attendance a day. Most stay longer. They work toward obtaining their GED (General Educational Development), equivalent to a high school diploma, and may choose from quite a choice of vocational offerings right at the academy.

The atmosphere around the place is decidedly optimistic, confident and happy. "Work gets done but in a different sort of way," observed one student. Nagle, who spends much time rapping with his students, is convinced that all students are retrievable in the right setting.

Right on, Pat.

Seattle:

In November of 1970 the Seattle school board adopted as policy a simple statement: Career oriented education from K-12 will be an integral part of the curriculum.

"a commitment," says Jim King

"A commitment," says Jim King who is perhaps the man most intimately involved with reaching that goal. King, who is Occupational Information Services Coordinator, serves as the link between Seattle's three experimental schools seeking ways to achieve the policy: Hughes elementary, Denny junior high, and Sealth high school. The over-all effort is the responsibility of what King called the occupational education task force headed by director Tom Hodgson. The task force coordinates a variety of ideas being tried out to establish a smooth flow of occupational awareness all the way from kindergarten to high school graduation.

at Hughes elementary

an "industrial arts cart," a special design, carries a full complement of woodworking tools allowing students to use them right in class, supervised by their teachers, and learn about the jobs that go with the tools.

In other rooms, students . . .

. . . operate a class store . . .

. . . play a new version of pick-up-sticks (above) where they must name all the jobs that go with whatever device they pick up, or, as Wendy LaBoyne (below), age 9, is doing; listen to teacher Ethel Chisholm tell about the men who repair clocks.

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'mini-courses' at Denny jr high

About 8:15 every morning over 300 students "skip" their regular home room period and sort of "go to work." A long list of "mini-courses," a name applied by principal Lloyd Comstock, is open for interested students. They spend about a half hour in activity very closely related to an actual occupation.

"Film director" Gordon Maurer, 14, and assistant Mark Hagstron, 15, discuss a finer point in the visual arts during "mini-course" in movie-making. Art teacher Robert Tsukui supervises.

Nick Sykes learns the basics of home building from teacher John Little in "mini-course" called World of Construction. Students enrolled in sales and management "mini-course", which markets school supplies, grossed $8,000 last year, netted $3,000.

at Sealth high

16-year-old Pam Carter, a junior, spends time working in school's child day-care center. She "works with a real situation, not out of books," says her teacher, home economics head Shirley Van Houne. "Pam will learn child care and also how to be a better parent." Class is also open to boys.

Project MOVE
Community College District # 17

Tekoa

Pat Horlacher, 18, Tekoa senior, said she decided to become a grocery checker after seeing a demonstration. "You should be able to do something after graduation," remarked Pat, who plans marriage after graduation and wants to supplement family income.

"You should be able to do something"

In the small community of Tekoa, a group of high school juniors and seniors gathered to hear Mrs. Helen Owen talk about occupations in the health field. Mrs. Owen is supervisor of health occupations at Spokane Community College and her visit was part of Project MOVE. That means, according to Tekoa principal Bob Golphenee, Mobile Occupational and Vocational Equipment. Anyway, the idea is to give students in outlying areas a look at various occupations. Golphenee explained that with a limited vocational program and being in a fairly remote area, "the students just don't come in contact with many job fields." By having professionals actually visit the students, with the equipment of the trade, he says the kids "get very enthusiastic." He adds that they are also impressed by what they call "on-the-job-people . . . people who really know what it takes to hold a job." Students also visit vocational programs at Spokane Community College where the vocational students are used as resource people to help the high school students learn more about the training programs.

Project MOVE is a pilot which reaches into Sprague, Reardan, Chewelah, Colville, and Tekoa.

Sprague

Sprague high school junior Mike Crum, 17, had his fingerprints taken during a presentation of law enforcement as a career.

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"If it's true we're supposed to give equal education to all students, then we must offer different programs . . . because students are different."

—Ruel en Stueckle
Director of Vocational Education
Puyallup

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a project of the
Program Development Division, CCOE, Dean Wagaman, director

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